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THE CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION.

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A DESCRIPTION IS PRESENTED OF THE OBJECTIVES, ORGANIZATION, AND PERSONNEL OF THE CENTER FOR THE ADVANCED STUDY OF EDUCATIONAL ADMINISTRATION. THE EIGHT BASIC AREAS OF THE RESEARCH PROGRAMS ARE (1) THE STRUCTURE AND FUNCTIONING OF EDUCATIONAL ORGANIZATIONS AS SOCIAL AND CULTURAL SYSTEMS, (2) THE INTERRELATIONSHIPS AMONG SOCIETY, CULTURE, AND EDUCATION, (3) EDUCATOR ROLES, ROLE PERCEPTIONS, AND ROLE EXPECTATIONS, (4) CHANGE, INNOVATION, AND RESISTANCE TO INNOVATION IN EDUCATION, (5) DECISION-MAKING IN EDUCATION AT LOCAL AND STATE LEVELS, (6) COMMUNITY AND STATE SUPPORT FOR EDUCATIONAL PROGRAMS, (7) PUBLIC KNOWLEDGE OF AND ATTITUDES TOWARD EDUCATION, AND (8) PUBLIC PARTICIPATION IN EDUCATIONAL AFFAIRS. ALTHOUGH PRIMARY EMPHASIS HAS BEEN UPON THE ORGANIZATION OF THE RESEARCH PROGRAM, STEPS ALSO HAVE BEEN TAKEN IN THE DISSEMINATION OF INFORMATION. THIS EFFORT INCLUDES THE ESTABLISHMENT OF A PUBLICATION PROGRAM. BY THE END OF THE FIRST YEAR OF OPERATIONS, FIVE CONFERENCES WILL HAVE BEEN CONDUCTED. TRAINING PROGRAMS FOR GRADUATE STUDENTS AND POSTDOCTORAL FELLOWS HAVE ALSO BEEN LAUNCHED. EXPERIMENTAL WORKSHOPS FOR ADMINISTRATORS ARE BEING PLANNED, AND THE PROGRAM OF THE CENTER AND THE RESEARCH EFFORTS HAVE BEEN REPORTED AT NUMEROUS CONFERENCES IN VARIOUS SECTIONS OF THE COUNTRY. THIS PAPER WAS PRESENTED AT THE MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, CHICAGO, FEBRUARY 10, 1965. (TC)

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By

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University of Oregon

*Paper presented at the meetings of the American Educational Research Association, Chicago, Illinois, February 10, 1965.

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Roland J. Pellegrin

The Center at the University of Oregon is concerned with the social context of educational administration and school organization. Ours is not a conventional program in the area of educational administration, inasmuch as we are basing our program primarily upon the behavioral sciences. Furthermore, our work focuses attention not only upon educational organizations themselves, but upon the social and political environments in which they are located and which they serve.

For some dozen years prior to the establishment of the Center, a major effort had been made at Oregon to relate the behavioral sciences to the field of educational administration. This work originated with the Northwest Regional Program in Educational Administration, sponsored by the Kellog Foundation. It consisted of research on the social context of educational administration, conducted by faculty members and graduate students in the behavioral sciences and education, as well as interdisciplinary seminars and other cooperative activities. These ventures were regarded

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as highly profitable and stimulating by the people involved in them. Indeed, it is the success of these programs that motivated the proposal for the establishment of the Center. The Research and Development Center Program seemed to provide the opportunity for systematic expansion and elaboration of work we had already begun.

Assumptions and Objectives

In identifying the purposes and goals of the Center, we were much influenced by our evaluation of the deficiencies of the field of educational administration. We believed that the field suffered from the lack of a systematic, coherent, and organized body of theory and principles, a lack we attributed to a scarcity of sound empirical research resting on adequate theoretical foundations. Methodological techniques we found to be limited and relatively undeveloped. It seemed too that applied research and development activities rarely rested upon basic research findings. Dissemination programs, on the other hand, were not tied in with research findings and did not seem to reach their audiences effectively.

In looking at the practice of educational administration, we were impressed with the fact that many current policies and procedures are based upon experience and tradition rather than upon established facts and principles. Educational organizations at all levels are impeded in their functioning by this situation. Especially serious, it seemed to us, was the fact that adminis-

trative practice is being modified but little in response to the vast social changes now impinging upon the educational process.

Our program in the Center represents our approach to overcoming some of the deficiencies I have mentioned. This program is designed to achieve the following objectives:

(1) To bring together in cooperative enterprise a sizeable corps of researchers from relevant disciplines whose varied perspectives and skills will permit systematic and comprehensive research on the crucial problems of educational organization and administration.

(2) To develop a body of knowledge and theory bearing upon the problem area. It is anticipated that this work will further the development of the behavioral sciences as well as the field of educational administration.

(3) To improve the methodology of research in educational administration and the behavioral sciences.

(4) To relate the discoveries of basic research to operational policies and practices in educational administration.

(5) To conduct a wide variety of dissemination programs designed to acquaint professional audiences and the public with the findings of research and development activities.

(6) To devise new and improved forms of dissemination.

(7) To improve and upgrade the quality of administrators through training programs at various levels.

Organization and Personnel

A national advisory committee, composed of outstanding persons in the behavioral sciences and educational administration, provides guidance to the directors of the program. Within the University, a campus advisory committee, consisting of representatives of the departments and schools involved in the program, ties in the activities of the Center with those of the University as a whole. Basic policy and operating decisions are formulated by the Executive Committee, whose membership consists of the director, two associate directors, and the chairman of the national and university advisory committees. Three committees of the professional staff play important roles in the decision-making process. One of these evaluates research proposals submitted by the staff, evaluates completed projects, and makes recommendations for program development. Another committee performs the same duties with regard to the development and dissemination programs. The third plans and coordinates the training program.

Presently the professional staff consists of 22 persons. With the exception of the editor and librarian, they represent the various behavioral sciences and the field of educational administration. In keeping with University policy, the members of our professional staff have joint appointments in academic departments. We have 23 graduate assistants from the same disciplines, and some dozen administrative, clerical, and technical personnel in supportive

capacities.

Research Program

As presently organized, the research program focuses on the following eight basic problem areas: (1) the structure and functioning of educational organizations as social and cultural systems; (2) the interrelationships among society, culture, and education; (3) educator roles, role perceptions, and role expectations; (4) change, innovation, and resistance to innovation in education; (5) decision-making in education at local and state levels; (6) community and state support for educational programs; (7) public knowledge of and attitudes toward education; and (8) public participation in educational affairs.

In the months that have elapsed since the Center was established, a number of research projects have been started. Among them are the following:

(1) The Community Normative Structure and the Educational Enterprise. This is an extensive study of the normative structures (role perceptions and expectations) of a series of communities as these structures pertain to the activities of the schools. Characteristics of the normative structure will be related to the broad problem of public support of education and to a number of other specific problems and issues in educational administration.

(2) The Adoption of Educational Innovations. This project relates the rate of adoption of certain innovations to social

structural and personality factors, focusing upon the superintendent.

(3) The Power Motivations of Superintendents. This research examines the relationships between power motivations and organizational effectiveness.

(4) Decision-Making in Mock School Boards. This is experimental research on the school board as a decision-making body.

(5) Decision-Making in Education at the Local Community Level. This is a comparative study of power structure in education.

(6) Models of Administrative Behavior. In this work, the literature on administration is being analyzed in an attempt to draw implications for the educational organization.

(7) The Ideological Orientations of Social Science Teachers in High Schools. This research involves analysis of the effects of ideological and attitudinal orientations on teaching practices.

(8) Studies of Succession and Career Patterns Among Superintendents. This work focuses on the sociological and psychological correlates of place-bound and career-bound orientations.

(9) Radical Rightists and Negative Voters. This study emphasizes the ideology of the populations in questions relevant to educational programs.

(10) A "Market Analysis" of the Higher Education "Industry." In this research the world of supply and demand in relation to higher education is examined.

(11) Personal and Professional Values in the School Setting. This is a study of the various value systems found among personnel in the organizational setting of the school.

(12) Communication in High School Faculties. In this research communication patterns among faculty members are examined.

While this listing is not entirely complete, it illustrates the range and variety of the projects we have instituted up to the present time.

Development and Dissemination Programs

To date, we have given primary emphasis to the organization of our research program. We have, however, taken several important steps in the development of our work in dissemination.

(1) We have established a publications program which will be devoted to reports on research and to summaries of the state of knowledge in various content areas. So far we have published one case study, The Jackson County Story, an investigation of community conflict and the effects of social change as they bear upon the school system. We have three additional monographs in press: The Economic Returns to Education: A Survey of the Findings; Change Processes in the Public Schools; and a collection of papers on the behavioral sciences and educational administration.

(2) We are developing a number of dissemination ventures in cooperation with the University Council on Educational Administration, and we are participating in the programs of the American

Association of School Administrators and a number of other associations of administrators.

(3) By the end of our first year of operations, we will have conducted five conferences--three on change and innovation in education, one on the behavioral sciences and educational administration, and one on new directions in educational administration (for professors of educational administration).

(4) We have launched training programs for graduate students and postdoctoral fellows from the relevant disciplines. We plan a heavy emphasis on the training of future researchers and practitioners.

(5) We are planning experimental workshops for administrators, seeking to develop new techniques of dissemination.

(6) We have attended numerous conferences in various sections of the country, reporting on the Center program and research we have conducted.